

Costa's Levels of Thinking and Questioning Stems



Directions: Use this handout to help you write left-side questions for your Cornell Notes. For seminar discussions, write Level 2-3 questions that you want more information about and would like to discuss with your classmates.

<p>Level 1</p> <p>Define: give the meaning of a word Describe: state detailed info. about an idea or concept Identify/Name: give the name of something, label specific information List: state a series of names, ideas, or events Recite: repeat or say from memory Explain: show you understand an idea, event, or concept "Reporter Questions": Who, What, When, Where, Why (when there is a definite answer), How?</p>	<p>Describe in your own words what _____ means. Give an example of _____. Explain the concept of _____. What is/were _____. Name the _____. What does _____ mean? List the _____. When did _____. Draw a diagram of _____. Illustrate the part of the historical event that _____. Who, What, When, Where, Why, How? Make a map of _____. What events led to _____. Locate in the text/story where _____.</p>
<p>Level 2</p> <p>Analyze: look carefully at the specific parts in order to understand the whole thing Compare: show similarities between 2 or more things Contrast: show differences between 2 or more things Group: put things together based on shared characteristics Infer: provide a logical conclusion using evidence or information Sequence: put info in the proper order Synthesize: make or create by putting 2 or more elements together Illustrate: present an example or explanation in pictures or words Summarize: paraphrase or include the most important points Explain why or how: when answer is not obvious</p>	<p>What would happen to you if _____. Would you have done the same as _____. Explain the steps used to _____. How are _____ and _____ related? What occurs when _____. What does _____ suggest about the character, _____? Does it make sense to _____. Why or why not? Compare and contrast _____ to _____. How are _____ and _____ similar/different? What other ways are there to interpret _____. Given what you know about _____, what else is probably true about the time period? Summarize _____. What was the main idea/message in this piece of writing? What is the author trying to prove? What evidence is presented? Why did the author choose to _____. Create an analogy or metaphor to explain _____. What things would you have used to _____.</p>
<p>Level 3</p> <p>Apply: use a principle or rule on a new issue Evaluate: give reasons to show something is right or wrong, good or bad Hypothesize: speculate, form a possible explanation or result Imagine: put yourself in another's shoes Judge/Critique: form an opinion after careful consideration Predict: use known information to say what will happen next Create/Design: make up a new example Recommend: give advice to a historical figure What if: show possible effects of changes Significance: explain the big picture importance</p>	<p>Create and design a situation where _____. Design a _____ to show _____. Predict what would have happened if _____ was changed. Create your own _____. What would happen to _____ if _____ were changed. Why? Imagine you are (character) _____. What would you think about _____. What would it have been like if _____. What evidence _____. Is _____ ethical? Why or why not? What do you think will happen if _____. Why was it significant when (character) did _____. Did _____ do the right thing when they _____. If you were _____, what would you have done differently? What bias might affect the author's testimony/narrative?</p>

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Zhe Xu

A red circular graphic with a gradient, appearing as a stylized arrow or a decorative element, located to the right of the author's name.

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Better Questioning for Better Learning Benjamin Johnson, 2021-08-10 Learn how to ask deeper questions and develop better questioning habits with this important resource Author Benjamin Stewart Johnson takes you step by step through the key considerations and brain based research to keep in mind when developing questions He begins with an overview of why it s important to understand participants thought process when being asked questions He then shows how to set expectations for virtual questions and face to face questions how to plan authentic higher order questions how to scaffold and differentiate questions and how to avoid zombie questions In addition he debunks myths such as wait time and points out the best ways to help learners support their answers use questions to check for understanding and more Each section concludes by helping you create an action plan to improve your skills in a given area Appropriate for teachers instructional coaches training facilitators and specialists the book can be used independently or in schoolwide book studies to help educators of all subjects and grades improve the depth and quality of their questioning

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Scientific Survey of Puerto Rico and the Virgin Islands New York Academy of Sciences,1926 Includes bibliographies
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